DOCUMENT RESUME

ED 051 853 LI 002 913

AUTHOR	Julien, Jane A.
TITLE	Special Collections in University Libraries.
PUB DATE	68
NOTE	62p.; An Essay submitted to the Office for Graduate Studies, Graduate Division of Wayne State University, Detroit, Michigan...for...Master of Science in Library Science
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Library Circulation, *Library Collections, *Library Facilities, Library Material Selection, Library Surveys, *Library Technical Processes, Questionnaires, *University Libraries

ABSTRACT

The aim of this study is to determine: (1) the purposes and services of special collections departments; (2) the kinds of segregation desirable and (3) to what extent there should be divisions of material on the basis of form-document, pamphlets, maps, microreproductions and manuscripts. This study presents the findings of a survey on how some university libraries are handling special and rare materials and collections, and provides a guide for the organization and maintenance of a university special collection. (MM)

ED051853

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SPECIAL COLLECTIONS IN UNIVERSITY LIBRARIES

by

Jane A. Julien

AN ESSAY

Submitted to the Office for Graduate Studies,
Graduate Division of Wayne State University,
Detroit, Michigan
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE IN LIBRARY SCIENCE

1968

LI 002 913

MAJOR: LIBRARY SCIENCE

APPROVED BY:

.....
Adviser Date

PREFACE

"What are the purposes and services of special collections departments? What kinds of segration are desirable? To what extent should there be division of materials on the basis of form--documents, pamphlets, maps, microreproductions, and manuscripts?" These questions are posed by Louis Wilson and Maurice Tauber in their book, The University Library. They also say that while advances have been made in the organization of special materials, "studies might well be made of the present systems of handling them."[1]

The purpose of this study is to answer these questions and others, present the findings of a survey on how some university libraries are handling special and rare materials and collections, and provide a guide for the organization and maintenance of a university special collections and rare book department.

Definition. Wilson and Tauber aptly describe a special collection as "an assemblage of materials in some field of knowledge which includes at least some of the rarer or more unusual items and a greater proportion of other titles bearing upon the special subject than would be included ordinarily

---

[1]Louis R. Wilson and Maurice F. Tauber, The University Library: The Organization, Administration and Functions of Academic Libraries (New York: Columbia University Press, 1956), p. 593.

in a library of the size."[2] On occasion this definition will be expanded to include departmentalized collections and special libraries because "many of the subject departments or special collections within general libraries approximate to the collection and services of a special library."[3]

How important is a special collections department to the university library? N. Orwin Rush says that the library is the heart of the university and that the special collection is the heart of the library.[4] Special collections should serve at least three purposes. First, they should directly relate to the curriculum of the university and support research and graduate programs. Second, they should hold and preserve materials that will benefit scholars of future generations. Third, special collections should serve an esthetic purpose to bring outside clientele and pride and publicity to the university.

Procedure. Questionnaires were sent to twenty-three university libraries in various parts of the United States from those which are listed in Lee Ash's Subject Collections. Very complete responses were returned from seventeen of these librarians. One did not respond, one refused to cooperate and the other four wrote that their collections were too small to warrant filling out the information. The results were analyzed

---

[2]Ibid., p. 153.

[3]Jesse Shera, Documentation and the Organization of Knowledge (Hamden, Conn.: Archon Books, 1966), p. 32.

[4]N. Orwin Rush, "Special Collections," College and Research Libraries, XXIV (March, 1963), 113.

and tabulated and coordinated with research from the materials listed in the bibliography.

Acknowledgements. I appreciate the patience and encouragement of my husband and the suggestions and cooperation of Dr. Robert Booth of Wayne State University. I appreciate the fine cooperation and assistance of those librarians who took the time and effort to fill out and return the questionnaires:

Arizona State University: Arthur Goldsmith, Jr., MSL, MBA
University of Arizona: Rudolph Gjelsness, LLD
Auburn University: Mary E. Nilbanks, MSLS, MA
Brigham Young University: Chad Flake, MA
Central Michigan University: John Cumming, MA
Denver University: Jane Gould, MA
DePauw University: Eleanore Cammack, AB, BSLS
University of Idaho: Charles A. Webbert, MA
University of Kansas: Alexandra Mason, MLS
Kent State University: Dean H. Keller, MA
Northwestern University: Richard D. Olson, MA
Southern Illinois University: Ralph E. McCoy, PhD
Syracuse University: Howard L. Applegate, PhD
Washington University (Mo.): William Matheson, MLS, MA
University of Washington: Robert D. Monroe, BALS, BS
Western New Mexico University: Edward C. Werner, MLS

TABLE OF CONTENTS

		Page
PREFACE		iii
LIST OF CHARTS AND TABLES		vii
Chapter I.	THE RATIONALE OF SPECIAL COLLECTIONS	1
II.	PERSONNEL, FACILITIES AND SERVICES	7
III.	BUDGET AND SELECTION OF MATERIALS	14
IV.	CATALOGING AND CLASSIFICATION	24
V.	RARE BOOKS	30
VI.	PHYSICAL LAYOUT AND ARRANGEMENT OF MATERIALS	36
VII.	CIRCULATION AND AVAILABILITY OF MATERIALS	42
VIII.	CONCLUSION	46
APPENDIX		48
BIBLIOGRAPHY		55

LIST OF CHARTS AND TABLES

Figure		Page
1.	Special Collections Personnel	9
2.	Budget Information	16
3.	Book Selection	23
4.	Cataloging and Classification	25

I THE RATIONALE OF SPECIAL COLLECTIONS

Background. The European university libraries prior to the late eighteenth century were primarily depositories for treasured collections acquired as gifts. In the nineteenth century university libraries began to emerge as research centers. Gradually as more funds were made available and acquisition policies were improved, the scholar found more research materials at his disposal. The large university libraries such as Harvard, Yale, Michigan and Columbia soon accumulated great centralized research collections and their old treasured gift collections were stored away in rare book rooms and special collections departments.

In the twentieth century as knowledge and the printed word multiplied at a tremendous rate of speed, the trend was toward specialization. By mid-century librarians and scholars realized that no library could begin to contain all of the world's printed material. At this time such programs as the Farmington Plan and the Midwest Inter-Library Center were put into effect. These programs incorporated the principles of specialization and cooperation.

Specialization and cooperation. The Farmington Plan was established in 1948 in Farmington, Connecticut. It is a voluntary agreement among some sixty American libraries to increase resources for research and to "make sure that one

copy at least of each new foreign publication that might reasonably be expected to interest a research worker in the United States would be acquired by an American library, promptly listed in the National Union Catalog and made available by inter-library loan or photographic reproduction."[5]

The Midwest Inter-Library Center located in Chicago is a cooperative plan of acquisition and free interchange of materials among twenty Midwestern research libraries.

These two plans would exemplify special collecting in the broadest sense. However, the basic principle of collecting a wide range of materials in a specialized area applies also to individual university special collections, whether they be a departmentalized collection in one subject field or an assortment of first editions by a particular author.

Specialization and cooperation prevent the duplication of highly specialized materials in many individual libraries. The university library planning to specialize should already have strong collections adequate for doctoral research. It should also have the curriculum, faculty, and library specialists to work with the collections. The university library will need a consistent budget for support of specialized acquisition, reciprocal use of collections and systematic reproduction of materials. To maintain a special collection, the library must avoid changes in specialization, institutional budgetary shifts and failure to keep up the collection.[6]

---

[5]G. Jefferson, Library Co-operation (London: Andre Deutsch, 1966), p. 40.

[6]Wilson and Tauber, p. 465.

To aid in cooperative measures some university libraries have compiled bibliographies and catalogs of the holdings of their special collections.[7]

Advisability of establishing special collections. The establishment of special collections in the university library must be consistent with the functions the library has to perform. It will require specialized knowledge of the librarian and sometimes special assistance from scholars in the subject field. The special collection should relate to the curriculum of the university and support graduate and research programs.

Another factor to consider is the size of the clientele that will use the special collections. Will there be a demand for the materials and services offered? However, the immediate size of the clientele should not be the only consideration in this respect. A well-organized, well-stocked special subject collection or rare book collection will interest and attract scholars and patrons from outside the parent university.

If space or personnel may be a problem, then limits should be established on the size and subject area of the special collections.[8] Carefully selected specialized materials in a small subject area may be preferable to randomly acquired materials in loosely defined subject areas. This factor should be carefully considered when gift collections are offered.

---

[7] Ibid., p. 461.

[8] "Area Studies and the Library," Library Quarterly, XXXV (October, 1965), 337-339.

A well-planned, well-maintained special collections department will " . . . benefit the over-all long-range academic program of the university and result in more direct involvement of the library in the academic program."[9]

Kinds and benefits of special collections. Special collections fall into many different categories. One may be a collection of works by a particular author; another may be an assemblage of materials on a special subject. Some special collections are placed together by form, such as manuscripts, maps or pictures. Still another type is a whole library or department within the large library, or a special library within the university, such as the Clements Library at Michigan or the Houghton Library at Harvard. The nucleus of many university special collections is a gift collection which may be either in the form of printed materials or funds to purchase materials.

Guy Lyle states that the four most important types of materials in the university library are the reference books; the standard works; general books; and the special collections, which may be rare books, manuscripts, maps, university archives and primary research materials. These materials undoubtedly have a place in the university library, he says.[10]

The specialized collection definitely benefits the scholar and professor. It is to his advantage to have similar

---

[9]Ibid.

[10]Guy Lyle, The President, the Professor and the College Library (New York: H. W. Wilson, 1963),pp. 42-43.

materials in one place, to have a resource librarian versed in his subject, to have the more comprehensive cataloging and classification that are possible in a small specialized collection.

When a university library acquires a number of special collections, it may establish a department of special collections. "Experience has demonstrated that special collections are effectively administered under such control . . . Generally, special collections present fewer administrative problems than do professional school or departmental libraries."[11]

Philosophies of special collections. Webster defines "philosophy" as the body of principles underlying a branch of learning or major discipline or the like. The underlying principles of a special collections department will determine the subject matter, the acquisition policy, the personnel and the operation of the department. When asked the philosophy of their special collections department on the questionnaire, the various university librarians used a variety of words, but the main ideas are very similar. Some of the expressions used were: "because of age, value, rarity or fragility . . . need protection," "greater interest by being kept together as a collection," "conservation," "research interest," "use and preservation," "areas of interest," "completeness of subject coverage," "support teaching and research aims," "working collection." A summary of these statements might be that a

---

[11]Wilson and Tauber, p. 153.

special collection is materials, kept together because of subject matter or for protection, which are of interest and use to the support of research aims of the university.

Whatever the subject matter, the arrangement of materials, the cataloging methods, and personnel, they should be suitable for the needs of the institution. Knowing and establishing limits, while still planning for future needs, is a thoughtful task for the special collections librarian.

II PERSONNEL, FACILITIES AND SERVICES

The professional librarian. The special needs of a special collections department place particular demands upon the librarian. Because of the specialized nature of the collections, he must not only know the technicalities of librarianship, but he must also have a special knowledge of the subject matter involved.

The question arises: which training is more important--the library training in reference, bibliography, cataloging, and acquisitions or the subject background with its appropriate history, terminology, and sources? Of course, both are necessary or at least highly desirable.

In addition to specialized subject matter, the special collections usually contain rare books. This places another responsibility upon the librarian. He must understand history and literature, the value of books, and the reason for their value. "He must also understand special techniques of cataloging, binding, reproduction, and mending, and should be familiar with manuscripts, rare bindings, association items, and other matters in the realm of the antiquarian bookman."[12]

At present most library training programs do not provide

---

[12]"Libraries," Encyclopedia Americana, 1967 ed, Vol. XVII, p. 406.

adequate courses for the librarian who wishes to specialize in a subject area. He must obtain the general subject matter background in undergraduate work or as an additional separate graduate program. Rarely can he find a program which combines the library technology with a subject slant. "Library schools should provide programs to assist in the training of subject specialists."[13] This could be accomplished with either internship training or work-study programs. The library student could receive credit for on-the-job training in cooperating libraries. Not only would the student benefit from the experience, but the library would receive much needed assistance from professionally-trained students.

All of the universities questioned have at least one professional librarian who oversees the special collections. However, six of the seventeen universities do not have a professional available at all times.

Clerks and assistants. Many of the clerical and routine duties of the library should be done by clerks and assistants in order to allow the librarian to do reference work, cataloging or other necessary professional tasks. The special collections librarian should also have clerical assistance. Typing of cards, keeping of statistics, filling out forms, filing, shelving books, etc. are duties that can be done by clerical assistants and students.

One of the best sources for clerical help in a

---

[13]Wilson and Tauber, p. 274.

university library is student assistants. There is usually an ample supply of interested students, many with library experience from high school. Also student wages are lower than full-time clerical help. The student benefits by gaining an intimate knowledge of the library as well as by earning money to assist with the cost of his education. Most student help is on a part-time basis. Thirteen of the seventeen universities questioned employ student help in their special collections area. Only two of these universities have no clerical nor student help. The chart on this page shows a breakdown of the personnel in these universities.

Universities	Professional Librarians	Semi-professionals	Clerk-typists	Students
Arizona State	1			1/3
Univ. Arizona	3	2		3
Auburn	1		1	2
Brigham Young	3	1		8
Central Mich.	2 1/2		2	3
Denver	1			
DePauw	1		2	
Idaho	1		1	1
Kansas	3		2 1/2	5
Kent	1/2			1
N. Arizona	1/5			2
Northwestern	2		1	3
S. Illinois	4		4	9
Syracuse	10	18		
Washington U.	4	1	1	4
Univ. Wash.	3		3	3
W. New Mexico	2		1	

Fig. 1.--Special Collections Personnel

Hours of service. The hours that the special collections department is open will depend on several factors. Because most of these areas are not open stacks, the hours are dependent upon the personnel available. Another factor is the demand for use by patrons. Since this area is specialized, it will probably have fewer patrons than the general areas of the library. If the materials are rare, uncataloged or otherwise unavailable to the patron, there is little demand to have the area open for long periods. Budget restrictions may curtail the hours. "In every case, however, the library should have one or more professional staff members on duty every hour that the area is open."[14] If there is a shortage of personnel, some libraries keep the special collections area closed evenings and week-ends, but available through the reference librarian who is on duty in the main library.

According to the survey eight of the seventeen special collections areas in the universities questioned do not have evening or week-end hours. All have regular week-day hours averaging from 8:00 a.m. to 5:00 p.m. Seven do not have a professional librarian present at all times.

Facilities and services. Because the special collections area serves a somewhat different purpose than the rest of the library, it is often given special treatment. Usually the materials do not circulate and thus accommodations must be provided for a comfortable reading and study area. This should include both study tables and chairs and, if possible,

---

[14] Wilson and Tauber, p. 305.

lounge chairs. As in the rest of the library, good lighting should be provided. Although many special collections areas do not include such facilities as copying equipment, microfilm reader, and separate card catalog, these are available in other parts of the library. If this area is separated from the main library, which is often the case, these facilities should be provided within the special collections area.

The following facilities and services are desirable:

1) Comfortable reading area,
2) Copying machine,
3) Microfilm reader,
4) Microfilming service,
5) Separate card catalog,
6) Inter-library loan service,
7) Reference service,
8) Typing or work room.

The copying and microfilm equipment is especially convenient in a special collections area because the materials are often unique and so do not circulate. Many libraries have strict regulations on the use of certain materials and even more severe regulations on copying. Having a specific policy on what may be copied and for what purpose is very important. "While we serve the common good, we should not be so naive that we yield to any one's whim, and we should be on our guard lest through flattery we are actually plundered."[15] This

---

[15]Wilfred P. Schoenberg, "Special Collections, Status Symbols of Modern Library," Catholic Library World, XXXVII (April, 1966), 528.

statement is particularily true regarding rare materials and unique photographs and manuscripts.

Another convenience for the special collections patron is a separate card catalog located in the special collections area. Generally only an author catalog is provided with a special shelf list file which also serves as a subject guide for the librarian. A further discussion of the catalog is found in chapter four regarding cataloging and classification.

In the area of special collections where much of the collection may be rare or unique, inter-library loan service is valuable to the patron. Six of the seventeen universities in the survey have this service from the special collections department. Three have it available from the main library and one restricts it to dissertations. The others may have the service in the main library but did not indicate this. In order to facilitate the use of inter-library loan, the materials to be copied or loaned must be registered in catalogs or union lists. These lists and catalogs are discussed in more detail in chapter seven.

Because of the nature of special collections, especially those which contain uncataloged or unusual types of materials, such as photographs, films, maps, microfilm, manuscripts or rare books, a reference librarian is essential. Often the patron will need instruction in the use and care of these items as well as assistance in finding them. These types of materials have distinctive cataloging and shelving which necessitate the assistance of someone who knows the

cataloging scheme, the shelf arrangement and the location of those segments of the collection which are in piles and boxes awaiting cataloging. Instruction may be needed in the proper use of a microfilm reader or copying machine especially when the material to be viewed or copied is valuable or fragile.

Reference service is of utmost importance in this area because of the specialized nature of the collection. The questions and problems of the patron will more often require the assistance of a subject specialist, which the special collections librarian should be.

A typing or work room adjacent to the collection is very helpful to the patrons, a large percentage of which will be doing research work. Since many of the materials do not circulate, the scholar may type from and work with them in an area where he will not disturb others who are reading. The microfilm camera and reader may be located in the work room or in other adjacent rooms. The physical layout and arrangement of these rooms and facilities is discussed in more detail in chapter six.

Ideally all of the above mentioned facilities and services should be available in a special collections department. However, because of limitations in budget or space, this is not always possible. For the librarian planning to incorporate them, the keeping of statistics of demand and use may be helpful in determining which services and facilities are actually needed or could be used from other areas of the library.

III BUDGET AND SELECTION OF MATERIALS

Acquiring materials for the special collections. Of primary importance in a discussion of special collections is the acquisition of the materials in the collection. Often the determining factor in the size of the collection is the budget allotment. However, this need not entirely be the case. Many of these materials can be obtained through gifts, endowments, and searching through auction catalogs and attics. Although for this to be possible, the library may need to employ a person who can promote the special collections and spend many hours seeking out appropriate gifts and bargains. Hopefully this person would be a subject specialist, antiquarian bookman and a public relations agent. In small libraries this role would probably be filled by the special collections librarian who also is responsible for reference, organization and, perhaps, cataloging.

Careful selection of materials and screening of gifts is imperative. "Selectivity saves money in acquisition, cataloging and housing; moreover, a well selected collection can be more useful than one in which laborious excavation must penetrate mountains of trash in order to reach significant material."[16] Collecting, cataloging and housing of materials

---

[16]Paul Buck, Libraries and Universities: Addresses and Reports (Cambridge, Belknap Press, 1964), p. 81.

unrelated to the university programs is too expensive for the average library.

Sources of funds. The university library which places emphasis on the value of its special collections will probably have a separate budget allotted to this area. Nine of the libraries surveyed do have a separate budget. These funds range from only $375 in one small institution to $60,000 in another university which has an enrollment of 10,000 students. The size of the budget does not necessarily depend upon the size of the institution or its enrollment according to the survey. The university with the largest enrollment of 30,000 students has only $3,000 allotted to special collections.

If a separate fund is not provided, money for purchases is sometimes available through the general fund or a contingency fund. This is the case in six of the libraries questioned. A table of budget information of the seventeen universities appears on the following page.

Acquisition procedure. In addition to extra funds for purchasing materials for special collections, some special procedures may be necessary. If many materials other than current books are handled by the acquisitions department for the special collections department, it may need to set up special records and operations to accommodate such materials as films, manuscripts, photographs, maps and old and rare items.[17] They will require special ordering, handling and temporary housing.

---

[17]Maurice F. Tauber, Technical Services in Libraries (New York: Columbia University Press, 1953), p. 30.

University	Enrollment	Separate Budget	Amount (Per year)	Other Fund
Arizona State	19,016	No		General
Univ. Arizona	22,289	No		
Auburn	12,750	No		General
Brigham Young	20,000	Yes	--*	
Central Mich.	10,500	Yes	$60,000	Special
Denver	8,500	No		Gifts
DePauw	2,450	Yes	$18,050	
Idaho	6,368	No		General
Kansas	17,025	Yes	--*	
Kent	18,000	No		Contingency
N. Arizona	7,000	No		General
Northwestern	12,000	No		
S. Illinois	27,788	Yes	$ 4,500	
Syracuse	15,917	Yes	--*	
Washington U.	6,000	Yes	$20,000	
Univ. Wash.	30,000	Yes	$ 3,000	Development
W. New Mexico	1,156	Yes	$ 375	

Fig. 2.--Budget Information

* Not for publication.

Gifts. Gifts can come in many forms to a university library. Many are given with "no strings attached" and simply placed in the general collection. However, many gift collections are placed in the special collections and require individual treatment. A gift may be in the form of special or endowment funds for purchasing either current or old materials. "Sometimes the funds are restricted to narrow fields depending upon the terms of the original gift. Such institutions with these funds are: Harvard, Yale, Princeton, and Chicago Universities."[18]

Many gifts find their way to university libraries through faculty members, alumni, students, administrators, trustees and "friends" groups. These gifts are often placed in the university archives or faculty files.

Other gifts are obtained through solicitation. This is one of the duties of the special collections librarian or the subject specialist in the acquisitions department. Another possibility for assistance in obtaining gifts or in purchasing special materials is a faculty member who has an interest in the special collections. He may have contacts, time, special interests and background that are lacking on the library staff. If such a person is available, the library administrator or special collections librarian would be wise to utilize his interest and perhaps give him an extra share of the book budget.[19]

Gifts can be valuable and important to research libraries

---

[18]Tauber, p. 41.

[19]Rush, College and Research Libraries, XXIV, p. 116.

and special collections. However, they can present difficult problems if not handled properly. Many times a valuable gift collection can be the basis of building a special collections department and can attract other equally valuable gifts. On the other hand, a library collection can actually be weakened by the addition of a useless gift or one that has restrictions that present prohibitive costs of cataloging or housing or that limit the use of the collection.[20]

Fortunately many collectors choose to leave their materials in university libraries. Unfortunately too often they attach restrictions to the gift. The value of the gift to the library should be governed by three factors operating together: (1) its intrinsic worth, (2) its usefulness for specific curricular purposes, (3) the extent to which the library already has adequate materials on the subject.[21] These materials are costly to process, expensive to house and often take extra time to handle.

Keyes D. Metcalf more than ten years ago figured the approximate cost for each gift volume or journal that is accepted, processed and housed as:

$ .25 to record and check in
3.00 to catalog
1.50 for shelf space (construction cost)
1.00 for maintenance
$5.75 per gift volume[22]

---

[20]Lyle, p. 64.

[21]Ibid. p. 63.

[22]Ibid.

Gifts which raise problems involving the donors, publicity, special handling and other restrictions should be carefully considered before acceptance. Louis Wilson and Maurice Tauber have set forth the following guidelines involving the acceptance of gifts:

1) Libraries generally refuse to accept gifts with strings attached.

2) Refusal of a gift should be weighed, since future gifts may be sent elsewhere.

3) Only outstanding gifts are considered for retention in a fixed location without dispersal of any sort.

4) Gifts should be examined in relation to the instructional and research program of the institution on a long-range basis.

5) Consider internal problems such as shelving, housing, curatorship, special problems of cataloging and classification and use.

6) If the collection consists of rare items, use should be prohibited.

7) Future cost of maintenance, which a special collection may require, may be high if kept up to date. Space requirements and special attention and expense of adding to the special collection should be considered.

8) A written gift policy, subject to change, may be useful for internal administrative purposes, as well as having instructive value for new librarians.[23]

Taking the above items one at a time, the first to be considered is gifts with strings attached. The strings or restrictions might be a request for keeping the collection in one location. Another restriction might be upon use, which would probably mean that the collection would not circulate. This restriction should be placed only upon rare, fragile or

---

[23]Wilson and Tauber, p. 172.

valuable materials as is indicated in number six above.

The second item to be considered is that in spite of certain restrictions, a gift may be so valuable or desirable as to warrant accepting it anyway. Refusal of a gift may discourage future gifts from the same donor or from other donors, who may attach no restrictions.

A large collection which must be kept in a fixed location may present a problem of space and also may separate the materials from others of the same subject or form.

The fourth item above involves the subject matter of the gift collection. As discussed earlier the materials in the special collections should support the programs of the university. However, the long-range possibilities of " . . . developing instructional and research programs as a result of care in obtaining collections either through purchase or gift . . ."[24] should not be overlooked.

The problems of shelving, housing, curatorship, cataloging and classification are no small matters. There must be space for the gift collection whether it be on shelves, tables or in closets. If printed catalog cards are not available, the librarian must have the time and skill to catalog the materials properly. Special classification may be required, as well as special housing, if the collection contains such items as maps, manuscripts, micromaterials, newspapers, pamphlets and letters.

---

[24]Tauber, p. 79.

Rare items, which almost always require special handling and housing, are discussed in chapter five.

Item seven involves possible future costs of maintenance, of additions to the collection and of special attention such as indexes and catalogs. Maintenance costs include mending, binding and keeping the collection in good repair. A collection will become static if it is not kept up to date. Some gift collections include funds to catalog the materials and to purchase additional appropriate materials to add to the collection. The preparation of indexes and catalogs for a special collection also entails time, skill and funds.

The written gift policy mentioned in item eight is of paramount importance. This policy, if well planned but subject to change, can prevent many errors of judgement in accepting or refusing gifts. The policy should "take a positive approach and state persuasively the library's need for gifts, the kinds of gifts which would prove valuable and the terms which would enhance the value of gifts to the library."[25]

After accepting the gift, hopefully with few or no restrictions, the librarian has an obligation to the donor. He must carry out any restrictions in good faith. To promise to honor a restriction and then fail, could cause the library to lose other future gifts.

Gift plates should be placed in books, on manuscript boxes and on other gift items. Publicity in the form of

---

[25]Lyle, p. 64.

exhibits and brochures of the gift collection is a good practice for public relations and to inform the clientele of the collection.

Another obligation to the donor and to the library clientele is prompt processing of the gift materials. Maurice Tauber states:

> Since gift materials are of no less importance than purchases in the processing operations, care should be taken to have them move as promptly as possible. The idea that just because an item was not paid for may be a reason for delay in processing is not accepted by the efficient librarian.[26]

Book selection. To insure consistent selection and acquisition of materials, the same person or persons who administer the gift policy should determine the criteria for book selection. This may be the special collections librarian only or he may share the responsibility with the acquisitions personnel, the library director and/or subject specialists on the library staff or the faculty staff. All who are involved should have an intimate knowledge of the special collections in order to avoid purchasing duplicates and materials which do not fit into the collection.

The division of responsibility of book selection in the seventeen universities in the survey is among the library director, the special collections librarian, the faculty and the acquisitions personnel. A chart illustrating this appears on the following page.

---

[26]Tauber, p. 471.

University	Who Decides Criteria	Who Orders Books	Who Seeks Gifts
Arizona State	S D	S D	S D
Univ. Arizona	S D	F	S H
Auburn	S D L Ci	S D L	S D G
Brigham Young	S Ca	S F	G
Central Mich.	D	D	D
Denver	Varies	?	D
DePauw	S D	S	S
Idaho	S	S A	S
Kansas	S	S	S D F
Kent	S D F	S D A	S D
N. Arizona	D	S A F	S D
Northwestern	S D	S D	S D
S. Illinois	S F	S D F	?
Syracuse	S L	L	S L
Washington U.	S	S	S
Univ. Wash.	S D	S D	S D
W. New Mexico	L	F	*

Fig. 3.--Book Selection

Key:
S - Special Collections Librarian
D - Library Director
A - Acquisition Personnel
F - Faculty
Ca - Cataloger
* Unsolicited
H - Field Historian
L - Library Staff
G - Gift Librarian
Ci - Circulation Librarian

IV CATALOGING AND CLASSIFICATION

The cataloging of special collections materials. The special collections in the university library pose certain problems for the cataloging department if the cataloging is not done in the special collections department. Ideally the acquisition and cataloging work would be done ". . . more easily, economically and effectively within the framework of the specialized library."[27] However, this is not usually the case. In ten of the libraries surveyed, the cataloging for special collections is done by the main library catalogers who work within the main cataloging department. Two of the libraries have part of the cataloging done by the special collections librarian and part by the main catalogers. Only one indicated that all the cataloging is done in the special collections area. This information is illustrated in the chart on the following page.

"The card catalog is the key to all special collections contained in a library."[28] Any type of material in any location in the library can be accessible if it is cataloged, classed or identified in an appropriate manner in the card

---

[27]"Area Studies . . .", Library Quarterly, XXXV, 337-339.

[28]Frances J. Brewer, "Special Problems of Special Collections," College and Research Libraries, XXIII (May, 1962), 215.

University	Classification Scheme		Manuscript Scheme	Cataloging By		
	DC	LC		SCL	MC	SCa
Arizona State	X	X			X	
Univ. Arizona	X	X	LC	X	X	X
Auburn		X	Own		X	
Brigham Young	X		N	X		X
Central Mich.		X	A N			X
Denver		X		X	X	
DePauw	Other		N	X	X	
Idaho		X			X	
Kansas	Other		N			X
Kent	X	X	Own		X	
N. Arizona	X		LC			X
Northwestern	X	Own	A		X	
S. Illinois	X	X		X		
Syracuse		X	A			X
Washington U.		X	Own			X
Univ. Wash.	X	X			X	
W. New Mexico	X				X	

Fig. 4.--Cataloging and Classification

Key: DC - Dewey Classification
LC - Library of Congress Classification
A - Alphabetical Arrangement
N - Numerical Arrangement
SCL - Special Collections Librarian
MC - Main Library Catalogers
SCa - Special Cataloger

catalog. If a special classification system is used, the material may be identified in the card catalog and the location shown with a location stamp or symbol instead of a call number.[29]

The cataloging department may find it necessary to provide special catalogs, special types of cataloging and special systems of classification. However, if the special systems are uniform and tie into the systems and schemes of the main library, they can be prepared with a minimum of effort. The cataloging administrator and the special collections librarian should work together on the special schemes and the cataloging head should carefully " . . . examine all variations in relation to the purposes of the library. There have been many cases where variations merely reflected the personal judgement of the curators rather than a real need."[30]

The cataloging department often furnishes cards for various departments and branches in a departmentalized library. For large departments dictionary catalogs are provided; for small departments an author catalog is usually sufficient. Classed catalogs can easily be prepared by duplicating cards and filing them by call number in shelf list order.[31] By duplicating cards for only the books and materials in the special collections, an author and subject dictionary

---

[29] Ibid.

[30] Wilson and Tauber, p. 191.

[31] Margaret Mann, Introduction to Cataloging and the Classification of Books, (2d ed.; Chicago, American Library Association, 1943), p. 244.

catalog may be prepared from the author cards which the cataloging department will provide. The special collections librarian should be responsible for preparing cards in addition to the author cards and for keeping the shelf list up to date.

Classification and subject headings. Because the general library classifier may not have the department's special interests in mind, classification and subject heading work should be done in the special collections department.[32] The special collections materials will require more flexibility in subject headings as well as classification. Because of the specialization, a finer breakdown in given areas is required. For example, in a general library the heading "education" is useful and meaningful; however, in a specialized education collection, the heading "education" is virtually meaningless.[33]

The classification scheme used will probably depend upon that which is used in the rest of the library. There should be uniformity for the convenience of both the classifier and the patron; however, a modified system of one scheme may be used with another. For example, the Dewey system may be used for books and the Library of Congress system may be used for manuscripts.

The same principle applies to the subject heading scheme which is used. The Library of Congress list has the advantage of the continual revision feature. However, the

---

[32]Illinois University Graduate School of Library Science, The Role of Classification in the Modern American Library ("Allerton Park Institute," No. 6; Champaign, Ill., 1959), p. 105.

[33]Tauber, p. 160.

small library which uses Sears as its general guide, may use the more comprehensive Library of Congress list for the materials in the special collections without harming the over-all pattern of subject headings.[34]

In addition to the Library of Congress and Sears subject heading lists, there is a file of subject heading lists in special subject fields maintained by the Special Libraries Association. It also periodically publishes a list of the file, which has four good features:

1) Specificity in subject headings,
2) Detailed subdivision of general subject headings,
3) Distinction between closely related terms,
4) Library of Congress pattern in its lists.[35]

The Special Libraries Association also maintains a file of classification schemes, which along with the subject heading lists, is available on loan. These tools can be of great assistance to the special collections librarian.

Handling of special materials. Some materials simply do not lend themselves to conventional cataloging and classification schemes. Rather than become involved with complicated classification schemes to handle such materials as reprints, maps and clippings, the special collections librarian might do well to use vertical files and specially constructed map cabinets. Maps should be mounted on cloth backing and stored flat. In some special collections, such as the Burton

---

[34]Ibid., pp. 162-163.

[35]Ibid., p. 164.

Historical Collection in the Detroit Public Library, all items including clippings, photographs and programs are classified. A special Dewey number for geographic location is placed above the subject number.[36]

In the case of such materials as manuscripts, letters, memorabilia, etc., a simple numbering system may be used with a card in the catalog indicating the location of the material and referring the patron to a list, index or catalog.[37] If a collection contains a great deal of miscellaneous items and the special collections department is short of staff, the above mentioned plan will be useful. It makes the materials available to the user with a minimum of time and effort on the part of the librarian. As time permits the materials can be inventoried, indexed and cataloged according to the scheme set up by the Library of Congress.

Archival materials, which are records, catalogs, programs, histories, etc., of the university, are often preserved in the university library. The responsibility for organizing, cataloging and housing them usually falls to the special collections librarian. Suggestions and rules for classifying this material is found in the American Archivist.

Information regarding manuscripts, cataloging and classification in the seventeen university libraries in the survey appears in the chart on page twenty-five.

---

[36]Illinois University Graduate School of Library Science . . ., p. 111.

[37]Brewer, College and Research Libraries, XXIII, p. 216.

V RARE BOOKS

Rare books and the university library. Rare books require special handling and processing in nearly every step of the operation. They are acquired and housed in a different manner from other materials and generally are a part of the special collections department. To define a rare book in a few words is near impossible, in fact, technically a rare book may also be a manuscript. Most libraries that possess rare books have a criteria or code which defines the types of materials, including publication dates, which will be placed in the rare book collection. A suggested guide, "The Rare Book Code of the University of California", appears in the appendix of this paper. Rare books require special treatment and care because they are old, fragile or scarce.

If these materials require such special care, why do universities collect and possess them? First, many rare book collections are given to university libraries. Like other gifts, these should be carefully considered and should relate to the program of the university. However, in addition to supporting research, they are ". . . highly useful as a means of publicizing the library, brightening it with exhibitions and developing the interest of students, alumni and friends."[38]

---

[38]Wilson and Tauber, p. 370.

A rare book may be worth possessing simply to inspire students even if it is never actually read.

"Members of the rare book staff should be chosen because of their feeling for the materials, their training in librarianship, and their knowledge of subject fields with which they may be concerned."[39]

Acquisition of rare books. The selection and ordering should be done by the rare book or special collections librarian. Books which are sent on approval can be examined by one with knowledge of their value before ordering them. A more intimate relationship can be established between the dealer, the rare book librarian and the collection. Much of the time spent in searching out rare books can be eliminated by the special librarian who has an intimate knowledge of the collection.[40]

Rare and out-of-print materials can be located from several sources. Auction and second-hand catalogs are good sources and the books often can be ordered directly from the dealer. Some rare materials must be ordered directly from the publisher. Many dealers not only sell rare books, but will search them out also. Bibliographies and dictionaries are published which are useful to the collector of rare books.[41]

---

[39]Lawrence Clark Powell, "Rare Books in the University Library: Policy and Administration," College and Research Libraries, X (July, 1949), 295-299.

[40]John Alden, "Rare Books in the University Library: Organization and Service," College and Research Libraries, X (July, 1949), 300-306.

[41]Richard H. Archer (ed.), Rare Book Collections (Chicago: American Library Association, 1965), pp. 28-30.

Another source of rare items which should not be overlooked is local collectors and attics. Rare and scarce materials of local interest or origin are particularily valuable to a university library.

Cataloging and processing of rare materials. Care in preserving rare volumes begins long before they reach the hands of the patron. Special treatment must start when the book is acquired. It should not be embossed, stamped or accessioned with defacing marks. An accession number may be penciled in an inconspicious place. The rare book should not be rebound with new covers. It may be placed in a protective cover, which is not glued on, or put in a book box. Every attempt should be made to keep the book in its original and authentic form. The use of plastic tape, rubber bands and paper clips should be avoided as they can easily damage fragile pages and covers. A book plate should not be pasted in. The information may be penciled in or typed on a slip of paper and laid or tipped in the back of the book. Repair should be done only by an expert bookbinder.

The cataloging of rare books is essentially the same as that of current books. The emphasis should be on the usefulness as it applies to the individual collection rather than on conventional means. Generally, simplified cataloging is not sufficient. Good bibliographical information, full imprint and detailed collation should be included. If a great deal of extra information is desired, a special file may be kept of information that is not on the catalog cards.

Subject cataloging may be difficult because of changes in terminology since the time when the rare book was written. Some libraries place only main entry cards in the catalog for rare books and some do not enter them in the public catalog at all.[42] In this case a special catalog would be maintained in the rare book or special collections area. If the emphasis of the collection is not on subject matter, an arrangement other than Dewey or Library of Congress may be used, such as chronological order.

Housing rare materials. When a university library purchases or accepts rare books as gifts, it has an obligation not only to process them carefully, but to house them properly.

> Since the rare book room is one of the chief attractions of the university library, it is important that special consideration be given to the elements of beauty, dignity, and elegance in its design and decoration. The rich contents of a well-planned and well-organized rare book room warrant such treatment, and represent a valid investment on the part of the institution.[43]

Facilities for rare books in the university library range from fireproof vaults and treasure rooms to grilles around ordinary stacks. Special architectural features are desirable, such as placing the rare book room on other than the ground floor, special construction of windows, good ventilation, and protection against mildew. Air conditioning should be installed in order to keep the temperature at about seventy degrees and the humidity at fifty percent.[44] If the

---

[42] Ibid., p. 67.

[43] Wilson and Tauber, p. 508.

[44] Ibid., pp. 506-507.

materials are not kept in fireproof vaults, the room should be of fire-proof construction. If the collection contains many valuable items, there should be a burglar alarm system and strict control of keys.

Although protection is of utmost importance in the preservation of rare materials, they should not be so locked up and inaccessible that they can never be used or appreciated. All but four of the seventeen libraries in the survey keep their rare books in locked areas.

The work room and reading room of the special collections area can easily service the rare book room also. If the location of the two areas does not allow this arrangement, each should have its own reading and work rooms with appropriate supervision and assistance.

Availability and publicity of rare materials. If the collection contains such rare materials as manuscripts, unique copies of theses, archival materials and fragile items, they generally do not circulate and are not available through inter-library loan. However, Wilson and Tauber state:

> In recent years, there has been a tendency on the part of more libraries to allow rare books to be circulated on inter-library loans, if the situation under which the materials are to be used and the nature of the personnel using them are made clear.[45]

However, because many of the above-mentioned materials are virtually irreplaceable, careful consideration would need to be given to each item before it is loaned.

---

[45] Ibid. p. 453.

If the policy of the library permits, the rare book collection can serve to attract valuable gifts and bring favorable publicity to the university library.

Whether rare materials circulate or not, the collections should be indexed and entered in appropriate catalogs, indexes and bibliographies. Exhibitions displaying rare collections and brochures describing them are valuable for publicity and public relations purposes.

VI PHYSICAL LAYOUT AND ARRANGEMENT OF MATERIALS

Location in relation to the entire library. Providing both protection for the materials and accessibility for the patron present a problem when planning the layout of the special collections and rare book rooms. Decentralize means to divide and distribute, and in libraries this means removing certain subject areas or like materials to a separate area or building.

The special collections room " . . . can take the form of separate buildings as at Harvard, Michigan, U.C.L.A. and Indiana, or special rooms in the center library at California, Princeton, Minnesota, or at Iowa."[46] The trend is toward decentralization and even separate buildings for the special collections. However, generally the smaller or younger university cannot afford a separate building and sometimes not even a separate wing.

The special care required of special collections materials and rare books tend to make decentralization or separate quarters a necessity. Some of the advantages of this arrangement are: 1) similar materials are together and more easily accessible, 2) smaller, friendlier quarters, 3) more personal

---

[46]Ralph E. Ellsworth, Buildings, ("Rutgers University: State of the Library Art," Vol. III, Pts. 1-3; New Brunswick, New Jersey: Rutgers, 1960), p. 69.

reference service. However, there are some disadvantages to separate quarters: 1) the expense of maintaining separate quarters, 2) the need for some duplication of materials, 3) multiple card catalogs, 4) inconvenience to users whose research crosses subject areas.

In addition the following factors must be considered when planning quarters: 1) rarity and cost of the materials, 2) size and nature of the collection, 3) type of equipment that will be required for use of the materials, 4) special provisions such as safety construction, air conditioning and fire protection.[47]

Ideally the physical quarters for special collections and rare books would be planned before the library is constructed. However, realistically many libraries are built long before these areas are established. Therefore, space must be made available from what may be an already overcrowded library. If the collections grow and prove useful to the university's purposes, probably new quarters will be provided.

The Library Buildings Institute of the American Library Association published a book in 1964 entitled Problems in Planning Library Facilities which illustrates some examples of floor plans which include special collections areas. The rare book room in the library of the Chicago Campus of the University of Illinois is on the third floor in the center of the building enclosed in glass with displays inside in glass.

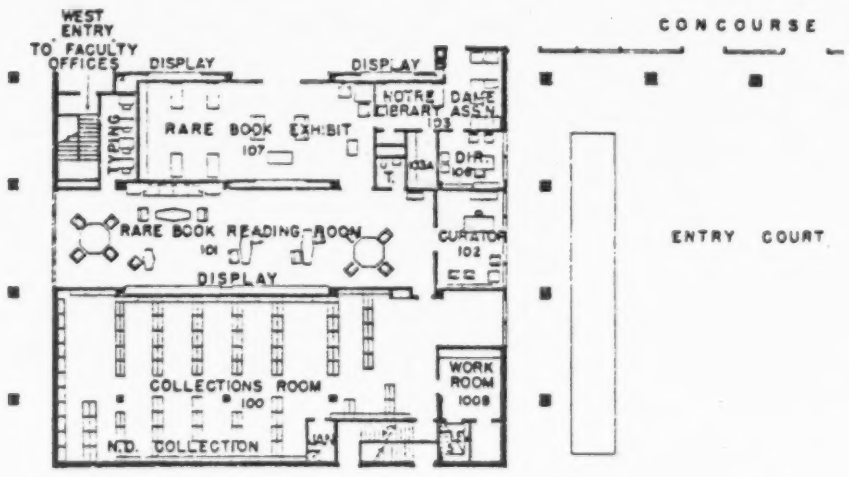
---

[47]Wilson and Tauber, p. 508.

The University of Waterloo Arts Library in Waterloo, Ontario, has the entire fourth floor planned for a rare book and special collections area. The Asbury Theological Seminary Library in Wilmore, Kentucky has its special collections room on the top floor in a separate room with a glass front. The Memorial Library of the University of Notre Dame in Indiana devotes an entire wing on the first floor to rare books and special collections. This area is separated from the rest of the floor by large glass displays. This area is described as follows:

> The rare books room is divided into parts. There are a number of display cases. There is a display room and reading room, and adjacent to that the office of the curator. Below the reading room is what we call our collection room. We expect collections to be given to us, and we have promised donors that if they have enough rare books to fill one section, we will keep them intact and put their name on top of the door.[48]

This wing is illustrated in the following diagram:[49]



Memorial Library, University of Notre Dame
First floor

---

[48]Library Buildings Institute, Proceedings (Chicago, 1963), p. 95.

[49]Ibid., p. 94.

One of the items on the questionnaire sent to the seventeen universities asked for a sketch of the floor plan of the special collections area. Examples of some of these diagrams are found in the appendix of this paper. In general the special collections areas are in separate wings or rooms which are rather isolated from surrounding areas. Exits and entrances are limited, but glass is often used to give an open atmosphere.

Arrangement of materials within the special collections area. The arrangement of the materials will, of course, depend upon the type of materials in the collections. Some materials other than books which may be found in special collections that will need special shelving accommodations are: manuscripts, letters, newspapers, broadsides, notices, films, programs, maps, archival materials, music, phonograph records, cuneiform tablets, coins, prints and microforms. Map cabinets, manuscript boxes and pamphlet boxes and binders may be used to store these miscellaneous items. A vertical file may be useful for storing items too small or numerous to catalog and shelve.

Book materials which can be conventionally shelved, but may need special care are: various first editions, local histories, fine bindings, private press items, art books and rare books.

The arrangement of the books and other materials on the shelves will depend upon type and subject matter. A single arrangement may be used if the materials are similar in type

and subject content. However, if this is not the case, like materials may be shelved together. As long as the items are well identified in the card catalog and the shelves are well marked, the shelving arrangement is of secondary importance. Space should be left on the shelves to allow for additions to the collections. This will necessitate some advanced planning to determine the framework within which the collection will remain. However, limits on space should not necessarily place limits on the future bounds of the collection.

Historical and archival materials. As mentioned in chapter four, the historical and archival records of the university, and possibly of some community organizations, may be housed in the special collections area.

Some universities, such as Arizona State University, house the local historical society offices and materials within the university library. The staff of the Arizona Historical Foundation, which supports research and publishes books in the field of Arizona history, works closely with the staff of the university Arizona Collection. Publications, manuscripts, and individual collections of the Foundation have been added to the University's collections. The Foundation also finances part of the salary of a person on the library staff who oversees the whole operation.

The responsibility of preserving university records is a fairly new undertaking by university libraries. Consequently archival collections vary greatly in size and kind among

universities.[50] These materials, like rare books, should be housed in a location where temperature and humidity can be controlled. A simplified system for arranging and housing miscellaneous archival items is to place the materials in manuscript boxes by year with materials for a given year or years in separate boxes with appropriate labels. There should be proper identification of type and location of these items in the card catalog.

As with other materials in the special collections, historical and archival items should relate to the purposes of the university.

Care and maintenance of materials. The special collections librarian has an obligation to see that all materials are carefully and properly housed or shelved. Then he should maintain a constant vigil to see that the materials are carefully used. Minor repairs may be made, but extensive repairs should be done by an expert bookbinder and should not alter the authenticity of the item. Envelopes, folders, and book boxes may be used to preserve fragile items.

Proper supervision and instruction in the use of the special collections materials will aid greatly in their preservation.

---

[50] Ellsworth, p. 82.

VII CIRCULATION AND AVAILABILITY OF MATERIALS

Circulation or preservation. The old "treasure room" concept of the special collections and rare book rooms is changing in favor of accessibility and use. Simply to possess special and rare materials is not sufficient justification to warrant the expense of acquiring, classifying, and housing them in the university library. This does not mean that all materials should circulate nor be readily available to any user. Certain items because of form, fragility or rarity must be carefully protected and used only at the discretion of the librarian.

Use and availability may be maintained without circulation. Circulation, or use of the materials outside of the library, will result in greater wear to and possible loss of materials. Therefore, if these materials are to be preserved for use by future generations, circulation of rare, fragile or unique items must be curtailed. However, the reverse is also true. There is little justification for not circulating special collections materials that are replaceable.

The nature of most special collections materials place them in the non-circulating category, because they are rare, fragile or unique. Provisions can be made for the accessibility and use of almost any item with proper classification, indexing, publicity and supervision. This idea is aptly

stated by Wilfred P. Schoenberg:

> If we move into the area of special collections, especially if we wish others to avoid our field of special interest, we owe it to the academic body corporate to make our materials known and available. This may or may not mean published catalogues. It may or may not mean granting rights to copy. It certainly does mean accessibility, and it certainly does not mean granting rights for wholesale copying, or pillaging . . .[51]

The policy for use of special collections materials varies from one university to another. One important factor is the nature of the collection. Another factor is tradition. One institution may be so strict as to loan microfilm only if the borrower agrees to return it without copying. Another library may have little or no restriction on copying or lending. Five of the seventeen libraries surveyed allow circulation; five others lend certain materials in special cases. The other seven allow no circulation. All of the seventeen indicate that if any materials are allowed to circulate, they are charged from the special collections area rather than from the main circulation desk. Only select persons are allowed to take items out and then only on a very limited and short-term basis. However, most of these librarians in their comments on the questionnaires emphasized that a working collection is essential.

Publicity and availability of materials. Several conditions must be present if special collections materials are to be available and useful. First, the materials must be housed and shelved in a location and manner that make them

---

[51]Schoenberg, Catholic Library World, XXXVII, p. 527.

accessible. Secondly, the materials must be represented in the card catalog, indexes, catalogs or bibliographies that will acquaint the patron with their existence and location. Thirdly, the special collections area must be open and properly staffed an adequate number of hours to meet the demands of use. Finally, there should be publicity such as exhibits and brochures which will arouse interest and invite patrons to use the collection.

The publicity granted to the special collections may take several forms. It may be a pamphlet describing the history and holdings of the various collections. Such a booklet entitled A Guide to the Collections by Alexandra Mason is published about the Department of Special Collections in the University of Kansas Libraries. A printed library guide may devote space to information about the special collections. Individual brochures may be printed which describe certain collections or materials.

A "Friends of the Library" group can be very beneficial in publicizing the special collections as well as in soliciting additional gift collections. The Friends of the Columbia (University) Libraries is very active and helpful. The Columbia University publication Library Columns has a regular department called "Our Growing Collections" which describes the Friends group and the special collections.[52]

---

[52]Roland Baughman, "Columbia's 'Special Collections': Its History and a Glance Ahead," Columbia University Library Columns, XIV, (February, 1965), 23.

Some of the tools which list special collections are: Lee Ash's Subject Collections (1967), Anthony Kruzas' Directory of Special Libraries and Information Centers (1963), and the Library of Congress' National Union Catalog of Manuscript Collections. Many catalogs and other publications are printed which list subject collections. The nature of the library's special collections should be reported to one or all of these publications.

With proper publicity and availability, the special collections and rare book departments can be one of the favorite and most used areas in the university library.

VIII CONCLUSION

Problems and suggestions. There are problems connected with almost every phase of special collections. Many are the same as those which plague libraries in general. One of the most crucial problems is the shortage of qualified personnel. Finding librarians with the background and subject strength necessary for special collections is difficult. However, the number of accredited library schools and graduates is increasing each year.

Lack of a sufficient budget is another problem that frequently hampers the progress of the special collections department. Acceptance of gifts can lessen this problem; however, improper handling of gifts can create public relations and administrative difficulties.

The problem of maintaining a happy medium between preservation and use may draw criticism from both scholars and librarians. Materials should be preserved for future generations, but not at the expense of being unobtainable to present users.

Conflicts may arise between the catalogers and the special collections librarian if unreasonable demands are made and uniformity is sacrificed for expediency. However, a certain amount of flexibility is also desirable.

A shortage of space and proper facilities is another

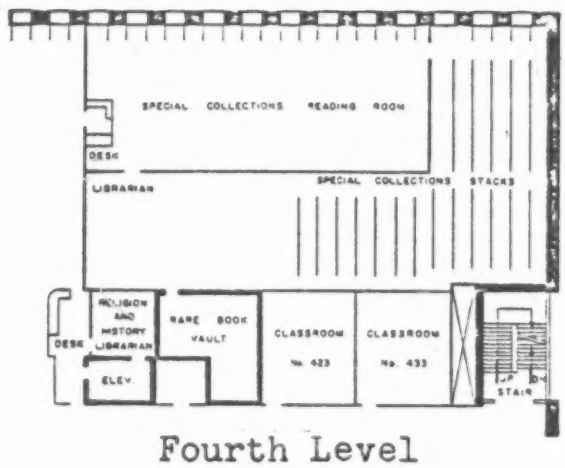
common problem in special collections departments. Using what is available to the best advantage while planning for bigger and better quarters may be the best course of action. The special collections librarian should plan the collection within a logical framework, but not be limited by space. The library and university administration is more likely to plan new quarters for a collection that has outgrown its area than for one that does not expand and progress.

Because the special collections department is related to, and perhaps dependent upon, practically every department in the library, the special collections librarian should not only cooperate with these other departments, but should acquaint the rest of the library staff with the special collections and their particular problems.

Since special collections departments are relatively new areas in university libraries, the problems mentioned above should diminish as these departments become accepted and integral parts of the library. This goal will more quickly be accomplished if the special collections serve a useful purpose to the programs of the university.

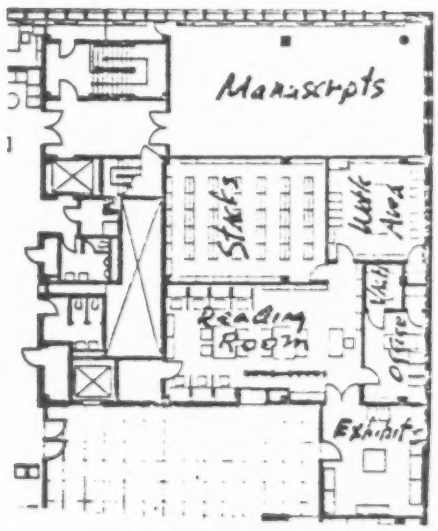
APPENDIX I

PHYSICAL LAYOUT OF SPECIAL COLLECTIONS
IN THREE UNIVERSITY LIBRARIES



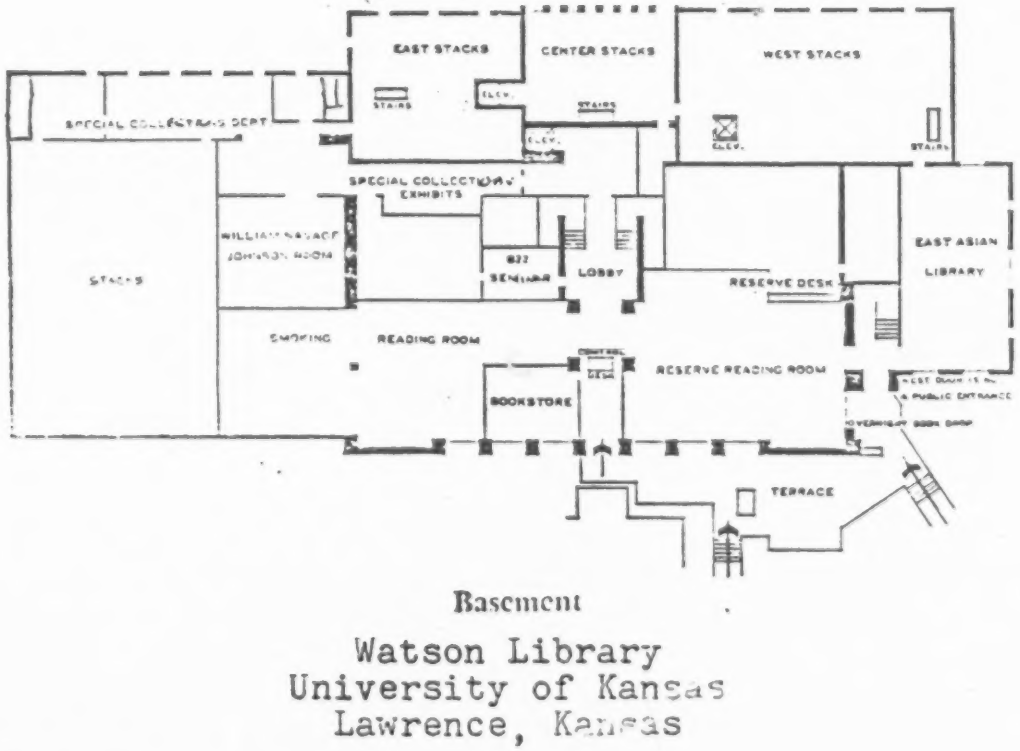
Fourth Level

Brigham Young
University
Provo, Utah



Level Five

Washington University
St. Louis, Missouri



Basement

Watson Library
University of Kansas
Lawrence, Kansas

APPENDIX II

RARE BOOK CODE

University of California

Rare Books

1. Books of value due to early imprint date.
   a. All books printed before 1600.
   b. American books printed before 1820.
      In states west of the Appalachians, according to date printing started . . .
2. Books whose irreplaceability or uniqueness makes them rare.
   a. Limited editions (300 copies or less).
   b. Association and autographed copies, when by important or local authors.
   c. First editions of significance.
3. Books of esthetic importance (fine printing, illustration, or binding).
4. Books which cost the library more than $50, or which have a similar auction record.
5. Items of local or archival value or interest, including local fine press books.
6. Erotica, excluding sex hygiene, scientific works on sex, etc.
7. Other books subject to loss or damage.
   a. Volumes or portfolios of fine or loose plates.
   b. Books whose illustrations make them subject to mutilation.
   c. Books of fragile physical make-up.
8. Special collections, i.e., unit acquisitions containing both rare and non-rare material, which need to be kept together.
9. Books with significant manuscript or other materials laid or tipped in.[53]

---

[53]Tauber, p. 306.

APPENDIX III

LIST OF UNIVERSITIES IN SURVEY

Arizona State University, Tempe, Arizona.

University of Arizona, Tuscon, Arizona.

Auburn University, Auburn, Alabama.

Brigham Young University, Provo, Utah.

Central Michigan University, Mt. Pleasant, Michigan.

University of Denver, Denver, Colorado.

DePauw University, Greencastle, Indiana.

*Drake University, Des Moines, Iowa.

*East Texas State University, Commerce, Texas.

University of Idaho, Moscow, Idaho.

University of Kansas, Lawrence, Kansas.

Kent State University, Kent, Ohio.

Northern Arizona University, Flagstaff, Arizona.

Northwestern University, Evanston, Illinois.

*University of South Florida, Tampa, Florida.

Southern Illinois University, Carbondale, Illinois.

Syracuse University, Syracuse, New York.

Washington University, St. Louis, Missouri.

University of Washington, Seattle, Washington.

*Wayne State University, Detroit, Michigan.

*Western Michigan University, Kalamazoo, Michigan.

Western New Mexico University, Silver City, New Mexico.

*Western Reserve University, Cleveland, Ohio.

*Questionnaire not completed or not returned.

APPENDIX IV

TEXT OF LETTER ACCOMPANYING QUESTIONNAIRE

February 10, 1968

Dear Fellow Librarian:

Accompanying this letter you will find a questionnaire asking for information about various aspects of your library and your special collections area in particular.

My purpose in asking for this information is twofold. First, all that is remaining of my Master's degree work is an essay. I am using this first-hand approach coupled with reading research in the university special collections field. I have sent out twenty-three questionnaires to universities about the size of yours. My essay will be on file at Wayne State University in Detroit, Michigan.

My second purpose is to find out how other special collections areas are handled to help me with my position as special collections librarian and cataloger at Northern Arizona University.

I am requesting that you return the questionnaire by the first of March. My deadline for completion of my essay is March, so I have no time to lose. For your convenience I have enclosed a stamped, addressed envelope.

I certainly will appreciate your taking the time to fill in the answers and to return the questionnaire.

Sincerely yours,

APPENDIX V

SAMPLE QUESTIONNAIRE

University Special Collections Survey

Directions: Please answer as many of the following questions as you can--all of them, if possible. In many cases an "X" is all that I need. In other cases, a few figures, words and a couple of opinions. Your cooperation is greatly appreciated.

1. Name of institution:_____

   Enrollment:_____

2. Subject matter of special collections:_____

   _____ _____

   _____ _____

3. Please state the philosophy of your special collections division briefly:

4. Number of volumes in entire library:_____
5. Number of volumes in special collections:_____
6. Number of staff:
   a. Professionals in entire library_____
   b. Other staff in entire library_____
   c. Professionals in special collections_____
   d. Other staff in special collections_____
7. Type of materials in special collections: (Please indicate number of volumes or pieces)

   _____Rare books _____Manuscripts _____Maps

   _____Periodicals _____Newspapers _____Pamphlets

   _____Microfilm _____Motion pictures

   _____Photographs _____Out-of-print books

   _____Other

8. Physical arrangement in special collections of above materials:

_____In one alphabet _____In separate places by type

_____In closed area--what materials_____

Where are rare books housed:_____

Locked area_____ With other materials_____

9. Facilities and services: (Check if present in your special collections area)

_____Comfortable reading area _____Separate card catalog

_____Copying machine _____Reference service

_____Microfilm reader _____Inter-library loan service

_____Microfilming service

10. Please indicate hours that your special collections is open:

_____A.M. to _____P.M. Evenings_____

Saturdays_____ Sundays_____

11. Is a professional librarian present at all times?_____

12. Please indicate how many of the following assist in your special collections area:

_____Professional librarians _____Clerk-typists

_____Semi-professionals _____Student assistants

13. Selection of materials:

Who decides criteria for special collections materials___

_____ Who orders books_____

Who seeks out gifts, etc._____

14. Budget: Does your special collections department have a separate budget_____ If so, how much per year $_____ If not, is it part of another fund_____

If so, what fund_____

15. Maintenance of materials:

Is your mending and binding handled by: Special Collections

_____ Main library_____ Other_____

16. Circulation: Do any materials circulate: _____Yes

_____No Charged from main circulation_____

Charged from special collections_____

On limited, select basis_____ Length of loan period__

17. Classification: Dewey_____ LC_____ Other_____

Are all materials classified and cataloged:_____Yes

_____No If not, which materials are not classified:

_____ _____ _____ _____

Manuscript classification scheme:_____

Cataloging of special collections materials done by:

Special collections librarian_____

Main library catalogers_____

Special cataloger_____

18. Could you briefly mention any problems or suggestions that you might have in regard to special collections.

19. Would you mind sketching two diagrams on the back:

a. Your special collections area in relation to the rest of the library. On what floor are you located.
b. Your special collections area layout.

20. Thank you very much for your cooperation. If I can ever be of assistance to you, please get in touch with me.

Would you mind supplying the following information:

Name_____ Position or title_____

Degree_____ Salary_____(9 mos.) or_____(12 mos.)

BIBLIOGRAPHY

Books

Archer, H. Richard (ed.). Rare Book Collections. Chicago: American Library Association, 1965.

Ash, Lee (ed.). Subject Collections. 3d ed. New York: R. R. Bowker, 1967.

Buck, Paul. Libraries and Universities: Addresses and Reports. Cambridge: Belknap Press, 1964.

Ellsworth, Ralph E. Buildings. ("Rutgers University: State of the Library Art," Vol. III, Pts. 1-3) New Brunswick, New Jersey: Rutgers, 1960.

Illinois University Graduate School of Library Science. The Role of Classification in the Modern American Library. ("Allerton Park Institute," No. 6) Champaign, Illinois: 1959.

Jefferson, G. Library Co-operation. London: Andre Deutsch, 1966.

Kruzas, Anthony (ed). Directory of Special Libraries and Information Centers. Detroit: Gale Research, 1963.

Lewis, Chester (ed.). Special Libraries: How to Plan and Equip Them. New York: Special Libraries Association, 1963.

Library Buildings Institute. Proceedings. (Chicago, July, 1963). Chicago: American Library Association, 1964.

Lyle, Guy. The President, the Professor and the College Library. New York: H. W. Wilson, 1963.

Mann, Margaret. Introduction to Cataloging and the Classification of Books. 2d ed. Chicago: American Library Association, 1943.

Mason, Alexandra. A Guide to the Collections. Lawrence, Kansas: University of Kansas Libraries, 1966.

Rutgers University. Studies in Library Administrative Problems. New Brunswick, New Jersey: Rutgers, 1960.

Shera, Jesse H. Documentation and the Organization of Knowledge. Hamden, Conn.: Archon Books, 1966.

Tauber, Maurice F. Technical Services in Libraries. New York: Columbia University Press, 1953.

Wheeler, Joseph L., and Goldhor, Herbert. Practical Administration of Public Libraries. New York: Harper and Row, 1962.

Wilson, Louis R., and Tauber, Maurice F. The University Library: The Organization, Administration and Functions of Academic Libraries. New York: Columbia University Press, 1956.

Articles and Periodicals

Alden, John. "Rare Books in the University Library: Organization and Service," College and Research Libraries, X (July, 1949), 300-306.

"Area Studies and the Library," Library Quarterly, XXXV (October, 1965), 337-339.

Baughman, Roland. "Columbia's 'Special Collections': Its History and a Glance Ahead," Columbia University Library Columns, XIV (February, 1965), 19-25.

Brewer, Frances J. "Special Problems of Special Collections," College and Research Libraries, XXIII (May, 1962), 213-216+.

English, Thomas H. "The Problem of Library Special Collections," Southeastern Librarian, XIII (Fall, 1963), 131-134.

"Libraries," Encyclopedia Americana, XVII (1967), 406.

Powell, Lawrence Clark. "Rare Books in the University Library: Policy and Administration," College and Research Libraries, X (July, 1949), 295-299.

Rush, N. Orwin. "Special Collections," College and Research Libraries, XXIV (March, 1963), 113-118.

Schoenberg, Wilfred P. "Special Collections, Status Symbols of Modern Library," Catholic Library World, XXXVII (April, 1966), 525-528.

Wyllie, John Cook. "Rare Books in the University Library: The Need," College and Research Libraries, X (July, 1949), 291-294.